

**English Teacher Preparation in California:
Standards of Quality and Effectiveness for
Subject Matter Programs**

**Handbook for Teacher Educators
and Program Reviewers**

Commission on Teacher Credentialing

State of California

1992

English Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs

**Created and Recommended by the
English Teacher Preparation and
Assessment Advisory Panel
(1989-91)**

**Commission on Teacher
Credentialing**



**Adopted and Implemented by the
Commission on Teacher Credentialing
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Sacramento, California
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The Commission on Teacher Credentialing

State of California

Pete Wilson, Governor

1992

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Commission on Teacher Credentialing 1989-91

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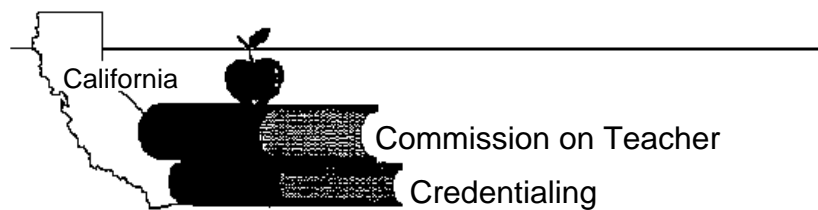
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Part 1

Introduction to

English Teaching Standards



Standards and Credentials for Teachers of English: Foreword by the Commission on Teacher Credentialing

One of the purposes of education is to enable students to learn the important subjects of the school curriculum, including English language arts. Each year in California, more than one million students enroll in English classes with teachers who are certified by the Commission on Teacher Credentialing to teach those classes in public schools. The future well-being of California and the nation depends in part on how well these students learn to use and read English thoughtfully and skillfully. Their ability to do so depends substantially on the quality of the teachers' preparation in English and in the teaching of English.

The Commission is the agency of California government that certifies the competence of teachers and other professionals who serve in the public schools. As the policy-making body that establishes and maintains standards for the education profession in the State, the Commission is concerned about the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of the education profession and the general public, the Commission's most important responsibility is to establish and implement strong, effective standards of quality for the preparation and assessment of credential candidates.

In 1988 and 1992 the Legislature and the Governor enacted laws that strengthened the professional character of the Commission, and enhanced its authority to establish rigorous standards for the preparation and assessment of prospective teachers. As a result of these reform laws (Senate Bills 148 and 1422, Bergeson), a majority of the Commission members are professional educators, and the agency is responsible for establishing acceptable levels of quality in teacher preparation and acceptable levels of competence in beginning teachers. To implement the reform statutes, the Commission is developing new standards and other policies collaboratively with representatives of postsecondary institutions and statewide leaders of the education profession.

To ensure that future teachers of English have the finest possible education, the Commission decided to establish a panel of experts to review recent developments in English education, and to recommend new standards for the academic preparation of English teachers in California. The Commission's Executive Director invited colleges, universities, professional organizations, school districts, county offices of education and other state agencies to nominate distinguished professionals to serve on this panel. After receiving nearly 100 nominations, the Executive Director appointed the English Teacher Preparation and Assessment Advisory Panel (see page ii). These seventeen professionals were selected for their expertise in English education, their effectiveness as teachers and professors of English, and their leadership in the field of English teaching. The panel also represented the diversity of California educators, and included English teachers and curriculum specialists as well as university professors and administrators. The panel met on several occasions during 1989 and 1990 to discuss, draft and develop the standards in this handbook. The Commission is grateful to the panelists for their conscientious work in addressing many complex issues related to excellence in the subject matter preparation of English teachers.

The English Teaching Credential

The Single Subject Teaching Credential in English authorizes an individual to teach English classes in departmentalized settings. The holders of this credential may teach at any grade level, but the great majority of English classes occur in grades seven through twelve. The Commission asked the English Teacher Preparation and Assessment Advisory Panel to recommend new policies to ensure that future teachers of English are prepared to instruct the subjects that are most commonly taught in English classes. In 1988-89, when the advisory panel was established, approximately half of all English classes in California public schools were comprehensive courses in language, composition and literature for students in grades seven through twelve. The other classes taught by English teachers in 1988-89 were more specialized courses in:

Reading Improvement	17% of All English Classes
English as a Second Language	11%
Journalism, Speech and Other Subjects	9%
American, English and World Literature	6%
Drama, Theater and Television	3%
Composition	3%

The requirements and other policies in this document are designed to prepare teachers for comprehensive classes in language, composition and literature, as well as the more specialized courses listed above.

Subject Matter Preparation Programs for Prospective Teachers

An applicant for a Single Subject Teaching Credential must demonstrate subject matter competence in one of two ways. The applicant may earn a passing score on a subject matter examination that has been adopted by the Commission. Alternatively, the prospective teacher may complete a subject matter preparation program that has been approved by the Commission (Education Code Sections 44280 and 44310). Regionally accredited colleges and universities that wish to offer subject matter programs for prospective teachers must submit those programs to the Commission for approval.

In California, subject matter preparation programs for prospective teachers are not the same as undergraduate degree programs. Postsecondary institutions govern academic programs that lead to the award of degrees, including baccalaureate degrees in English. The Commission sets standards for academic programs that lead to the issuance of credentials, including the Single Subject Teaching Credential in English. An applicant for a teaching credential must have earned a Bachelor's degree from an accredited institution, but the degree may be in a subject other than the one to appear on the credential. Similarly, degree programs for undergraduate students in English may or may not fulfill the Commission's standards for subject matter preparation. Completing a subject matter program that satisfies the standards enables a candidate to qualify for the Single Subject Credential in English.

The Commission asked the English Teacher Preparation and Assessment Advisory Panel to create new standards of program quality and effectiveness that could be used to review and approve subject matter preparation programs. The Commission requested the development of standards that would emphasize the knowledge, skills and perspectives that teachers must have in order to teach English effectively in the public schools.

Standards of Program Quality and Effectiveness

In recent years the Commission has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. In initiating these reforms, the Commission embraced the following principles or premises regarding the governance of educator preparation programs. The Commission asked the English Teacher Preparation and Assessment Advisory Panel to apply these general principles to the creation of standards for subject matter programs in English.

- (1) *The status of teacher preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs.* Program quality may depend on the presence or absence of specified features of programs, so some standards require the presence or absence of these features. It is more common, however, for the quality of educational programs to depend on *how well* the program's features have been designed and implemented in practice. For this reason, most of the Commission's program standards define levels of quality in program features.
- (2) *There are many ways in which a teacher preparation program could be excellent.* Different programs are planned and implemented differently, and are acceptable if they are planned and implemented well. The Commission's standards are intended to differentiate between good and poor programs. The standards do not require all programs to be alike, except in their quality, which assumes different forms in different environments.
- (3) *The curriculum of teacher education plays a central role in a program's quality.* The Commission adopts curriculum standards that attend to the most significant aspects of knowledge and competence. The standards do not prescribe particular configurations of courses, or particular ways of organizing content in courses, unless professionals on an advisory panel have determined that such configurations are essential for a good curriculum. Similarly, curriculum standards do not assign unit values to particular domains of study unless there is a professional consensus that it is essential for the Commission's standards to do so. Curriculum standards for English teacher preparation are Standards 1 through 8 below.
- (4) *Teacher education programs should prepare candidates to teach the public school curriculum effectively.* The major themes and emphases of subject matter programs for teachers must be congruent with the major strands and goals of the school curriculum. It is also important for future teachers to be in a position to improve the school curriculum on the basis of new developments in the scholarly disciplines, and in response to changes in student populations and community needs. However, it is indispensable that the Commission's standards give emphasis to the subjects and topics that are most commonly taught in public schools.
- (5) *In California's public schools, the student population is so diverse that the preparation of educators to teach culturally diverse students cannot be the exclusive responsibility of professional preparation programs in schools of education.* This preparation must begin early in the collegiate experience of prospective teachers. The Commission expects subject matter preparation programs to contribute to this preparation, and asked the English Advisory Panel to recommend appropriate program standards. The panel concurred with this request and recommended Standards 5 and 6 in this handbook.

- (6) *The curriculum of a teacher education program should be based on an explicit statement of purpose and philosophy. An excellent program also includes student services and policies such as advisement services and admission policies.* These components of teacher preparation contribute significantly to its quality; they make the program more than a collection of courses. The Commission asked the English Advisory Panel to develop standards related to (a) the philosophy and purpose of English teacher preparation and (b) significant, non-curricular components of teacher preparation, to complement the curriculum standards. Again, the panel concurred, and the result is Standards 1 and 9 through 12.
- (7) *The Commission is concerned about the high level of attrition among beginning teachers, and has successfully sponsored legislation to improve the conditions in which new teachers work.* Reality-based career exploration is also needed, to ensure that credential candidates are aware of the challenges of teaching before they invest heavily in professional preparation. The Commission considers subject matter preparation programs to be occasions when students should explore the realities of teaching children and adolescents in schools. The advisory panel agreed, and developed Standard 8 on page 20 of this document.
- (8) *The assessment of each student's attainments in a teacher education program is a significant responsibility of the institution that offers the program.* This assessment should go beyond a review of transcripts to verify that acceptable grades have been earned in required and elective courses. The specific form, content and methodology of the assessment should be determined by the institution. In each credential category, the Commission's standards attend to the overall quality of institutional assessment of students in programs. Standard 11 on page 23 is consistent with this policy of the Commission.
- (9) *The Commission's standards of program quality allow quality to assume different forms in different environments.* The Commission did not ask the advisory panel to define all of the acceptable ways in which programs could satisfy a quality standard. The standards should define *how well* programs must be designed and implemented; they must not define specifically and precisely *how* programs should be designed or implemented.
- (10) *The Commission's standards of program quality are roughly equivalent in breadth and importance.* The standards are grouped in categories that are also roughly equivalent in scope. Each standard is accompanied by a rationale that states briefly why the standard is important to the quality of teacher education. The standards are written in clear, plain terms that are widely understood. The handbook contains only three technical terms, which are defined on page 11.
- (11) *The Commission assists in the interpretation of the standards by identifying the important factors that should be considered when a program's quality is judged.* The Commission's adopted standards of program quality are mandatory; each program must satisfy each standard. Factors to consider are not mandatory in the same sense, however. Instead, these factors suggest the types of questions that program reviewers ask, and the types of evidence they assemble and consider, when they judge whether a standard is met. Factors to consider are not "mini-standards" that programs must "meet." The Commission expects reviewers to weigh the strengths and weaknesses of a program as they determine whether a program meets a standard. The Commission does not expect every program to be excellent in relation to every factor that could be considered.

- (12) *Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.* Neither the Commission nor its professional staff make these judgments without relying on experts who are thoroughly trained in program review and evaluation. The review process is designed to ensure that subject matter programs fulfill the Commission's standards initially and over the course of time.

The Commission fulfills one of its responsibilities to the public and the profession by adopting and implementing standards of program quality and effectiveness. While assuring the public that educator preparation is excellent, the Commission respects the considered judgments of educational institutions and professional educators, and holds educators accountable for excellence. The premises and principles outlined above reflect the Commission's approach to fulfilling its responsibilities under the law.

Standards and the Availability of Qualified English Teachers

In addition to ensuring the qualifications of teachers, the Commission is concerned that there be a sufficient number of teachers. For this reason, the Commission in 1989 gave the advisory panel extensive information about English teacher supply and demand in California. The panel reviewed quantitative data and anecdotal reports about:

- The numbers of new teachers of English employed by California school districts, and fluctuations over time in the demand for English teachers.
- The numbers of teachers receiving English teaching credentials from the Commission, and fluctuations over time in the credentialing of English teachers.
- The numbers of teachers receiving *emergency* credentials to teach English, and fluctuations over time in the demand for these emergency teachers of English.
- The numbers of college and university students preparing to become teachers of English, and fluctuations over time in the potential supply of English teachers.
- The numbers of English teachers who move into California each year after earning degrees and credentials outside of California.

The advisory panel reviewed these data carefully, and concluded that the overall supply of English teachers in 1989-90 was sufficient to meet the needs of California school districts. This situation could change, of course, if student enrollments or teacher retirements increase more sharply than expected. For this reason, the Commission will continue to monitor trends in English teacher supply and demand. Moreover, there may not be a sufficient number of English teachers who would accept positions in particular schools or districts, but this is a circumstance over which the Commission will always have little influence. Given the statistical evidence that was available, the Commission asked the advisory panel to concentrate on defining the levels of quality that the Commission should require in subject matter preparation programs for future English teachers.

Analysis and Adoption of the English Program Standards

The English Teacher Preparation Advisory Panel drafted the standards over the course of ten months. The standards were reviewed and discussed by the Commission in a public meeting. Then the Commission distributed the draft standards to English educators throughout California, with a request for comments and suggestions. The draft standards were forwarded to:

- Academic administrators of California colleges and universities;
- Chairpersons of English departments in California colleges and universities;
- Deans of Education in California colleges and universities;
- Presidents of professional associations of teachers and English teachers;
- Superintendents of county offices of education in California;
- Superintendents of school districts in California; and
- English teachers, professors and curriculum specialists who asked for the document.

The Commission asked county and district superintendents to forward the document to English teachers and curriculum specialists for their analysis and comments. The Commission also conducted two regional meetings (one in northern California and one in southern California) to enable English educators to discuss the draft standards with members of the advisory panel.

After the period for public comments, the Commission's professional staff collated the responses to each standard, which were reviewed thoroughly by the advisory panel. The panel exercised its discretion in responding to the suggestions, and made several significant changes in the draft standards. On November 7, 1991, the advisory panel presented the completed standards to the Commission, which adopted all of the policies in this document on November 8, 1991.

New English Performance Assessments Adopted by the Commission

Since 1970, many applicants have qualified for the Single Subject Credential in English by passing two standardized tests that were adopted by the Commission: the National Teachers Examination in English Language and Literature, and the CLEP Examination in English with Essay Composition. These prospective teachers of English qualified for credentials without completing approved programs of subject matter study. In 1987 the Commission completed an extensive study of the validity of the NTE Exams. Based on the results of this research, the Commission in 1989 asked the English Teacher Preparation and Assessment Advisory Panel to develop new specifications for the English Language and Literature Examination, and to develop a new assessment of subject matter competence for prospective teachers of English.

The Commission asked the panel to design subject matter assessments that would be as parallel and equivalent as possible with the subject matter program standards. The advisory panel developed new specifications for a comprehensive test of knowledge of language, literature and composition. The panel also developed specifications and model questions for a new essay examination that assesses the ability to respond knowledgeably and skillfully to problems in the analysis of literature and the interpretation of language. The Commission distributed the panel's proposed specifications to English teachers, professors and curriculum specialists throughout California. Following an extensive review of the draft specifications, the panel made several revisions, and the completed specifications were adopted by the Commission.

The Commission awarded a contract to Educational Testing Service to develop a new Content Area Performance Assessment in English that would match the advisory panel's specifications. On four occasions this new essay examination was pilot-tested and field-tested throughout California. Following each test, the panel examined the participants' responses and revised the test questions. The panel also developed detailed criteria for scoring candidates' responses, which were also field-tested in practice. On April 5, 1991, the Commission adopted a plan for implementing the Content Area Performance Assessment in California, and on July 19 the Commission adopted passing standards for the CAPA in English. After the first administration of the new assessment, the Commission examined the impact of its passing standards on all examinees.

The Commission's specifications for the English Language and Literature Test were presented to a national test development committee that was appointed by Educational Testing Service. Based on the advice of this committee, ETS developed a multiple-choice test that is part of the new *Praxis* series of professional examinations for teachers. The new English Language and Literature Test conforms to the Commission's specifications and will be administered throughout the nation beginning in 1993-94. *As a result of these initiatives by the Commission, all future candidates for the English teaching credential will qualify by completing subject matter programs that meet standards of program quality and effectiveness, or by passing an examination and a performance assessment that are congruent with the program quality standards.*

The Commission's new specifications for the assessment of subject matter knowledge and competence are included in this handbook (pp. 25-29) to serve as a resource for the design and evaluation of subject matter programs for prospective English teachers.

Standards for Professional Teacher Preparation Programs

The effectiveness of the English curriculum in California schools does not depend entirely on the content knowledge of English teachers. Another critical factor is the teachers' ability to *teach* English language arts. To address the *pedagogical* knowledge and effectiveness of English teachers, the Commission in 1986 adopted *Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs*. These thirty-two standards define levels of quality and effectiveness that the Commission expects of teacher education programs that are offered by Schools of Education. The standards originated in the published research literature on teacher education and teacher effectiveness. Approximately 1,500 educators from all levels of public and private education participated in the development of the standards during a two-year process of dialogue and advice. Since 1986 the Commission has updated the 32 standards on two occasions. The revised standards are now the basis for determining the status of professional preparation programs for Single Subject Teaching Credentials in California colleges and universities. The standards in this handbook have been designed for subject matter programs, to complement the 32 standards for programs of pedagogical preparation.

Subject Matter Standards for Prospective Elementary School Teachers

In the English language arts curriculum, elementary teachers are expected to establish a foundation of knowledge, skills and attitudes that young students need in order to learn the more advanced content that English teachers offer in secondary schools. To address the preparation of future classroom teachers in elementary schools, the Commission in 1987 appointed an advisory panel to develop new *Standards of Program Quality for the Subject Matter Preparation of Elementary Teachers*. Following a thorough process of research, development, dialogue and consultation, the Commission in 1988 adopted these standards, which relate to (1) the broad range of subjects (including English language arts) that elementary teachers must learn, and (2) the essential features and qualities of programs offered in liberal arts departments. In 1989 the Commission appointed and trained two professional review teams, which have now examined 73 subject matter programs for prospective elementary teachers, and have recommended 63 of these programs for approval by the Commission. As a result of this reform initiative, approximately twenty thousand prospective elementary school teachers are now engaged in undergraduate programs that meet the Commission's standards of quality for subject matter preparation.

Overview of the English Standards Handbook

This introduction to the handbook concludes with a statement by the English Advisory Panel regarding English teaching and teacher preparation in California. Then Part 2 of the handbook includes the twelve standards (pp. 11-24) as well as the advisory panel's Specifications for the Subject Matter Knowledge and Competence of Prospective Teachers of English (25-29). Finally, Part 3 provides information about implementation of the new standards in California colleges and universities.

Contributions of the English Advisory Panel

The Commission on Teacher Credentialing is indebted to the English Teacher Preparation and Assessment Advisory Panel for the successful creation of *Standards of Program Quality and Effectiveness for the Subject Matter Preparation of Prospective Teachers of English*. The Commission believes strongly that the standards in this handbook will improve the teaching and learning of English language arts in California's public schools.

Request for Assistance from Handbook Users

The Commission periodically reviews its policies, in part on the basis of responses from colleges, universities, school districts, county offices, professional organizations and individual professionals. The Commission welcomes all comments about the standards and other policies in this handbook, which should be addressed to:

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English Teaching and Teacher Preparation: Introduction by the English Advisory Panel

A successful subject matter preparation program in English provides sound preparation in the discipline of English. Through the focused study of literature, composition, and language and linguistics, students acquire a knowledge of the power of language to articulate the best of human thought and to affect the course of human action.

Literature reflects the most eloquent statements about the human condition, and becomes the central core of study in the preparation of English teachers. Through the study of oral and written expression, and of the nature of language itself, students in the English preparation program are intellectually challenged by the body of knowledge and modes of inquiry that are specific to the discipline; they are also motivated to communicate an enthusiasm for literature and language to younger learners.

A well-educated English teacher comes to the art and craft of teaching English by beginning with a carefully-planned course of study in the core of the discipline. Thirty or more units of literature, composition, and language and linguistics are designed to provide credential candidates an appropriate foundation in the study of English, including the genres and literatures, writing and speech that represent the range of American and British language, world and ethnic works, and writers at the center of our cultural and literary heritage. Beyond the core requirements, a minimum of fifteen units of breadth and perspective courses enables students to engage in further study of English or related fields such as comparative literature, speech, theater, journalism, creative writing, or linguistics. Overall, the subject matter preparation program in English provides experiences with the content, types, and periods of literature, theories of textual analysis, processes of composing and writing, types of discourse, theories of language structures and language acquisition, and studies of oral language, language history, dialects, grammars, and conventions. Moreover, by completing the coursework of the program, a student develops an awareness of the necessary interactions among all elements of language, written and oral, and the crucial connections between language and thought. Finally, the student who has completed the subject matter preparation program in English has acquired a strong foundation of content knowledge that, along with a professional preparation program, will enable him or her to teach English effectively to others.

That task of teaching English is perhaps more challenging and rewarding now than at any earlier time in the history of English teacher education because the students in California's schools today bring with them such a rich diversity of linguistic and cultural backgrounds. Students in subject matter programs in English must experience materials and approaches that reflect linguistic and cultural diversity in both their core courses and their breadth and perspective studies. For example, courses in literature, composition, and language and linguistics should consider the linguistic and cultural dimensions of oral and written texts as students prepare to teach young people who come to the schools with widely varied language and cultural backgrounds. Although teachers in every discipline share the responsibility for students' language development, English teachers in particular, as students of the language themselves, bring to their teaching both an interest in and adeptness with language, and have a special need for the kind of literary and linguistic preparation that enables them to deal effectively with the diversity of their future students' language needs.

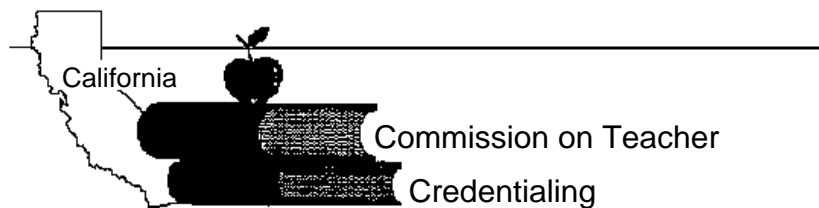
To ensure that all students in a subject matter preparation program in English acquire the knowledge and develop the competencies they need to enter a credential program, an identified program coordinator should be responsible for overseeing the various aspects of the program, including advisement and assessment of the candidates. Students preparing for the many complex tasks of teaching English need considerable assistance with planning appropriate programs, assessing their interests and talents, identifying and correcting any areas of weakness, and developing the competencies necessary to their future role as English teachers.

Obviously, those prepared to teach English must acquire their own language-related competencies in their subject matter and professional preparation programs. The student builds the foundation for teaching English on knowledge of the discipline: the study of literature, composition, and language and linguistics. Moreover, these students must also become competent writers and speakers, masters of the processes and conventions of writing and speaking persuasively and effectively. Finally, students who will be successful in the environment of today's California public school classrooms must know something of language acquisition theory and linguistic principles if they are to help young people with diverse social, cultural, and economic backgrounds and experiences learn to use language to express themselves and shape their society.

Clearly, the planning of effective subject matter preparation programs in English programs is no small task, but neither is the teaching of English in today's public schools. The challenges and the rewards are many because the contribution of the English/language arts curriculum to the school program and to society at large is so great. The power of the discipline of English lies in its capacity to open doors for all students. The study of English provides them with the skills of listening and speaking, reading, writing, and thinking that enable them to succeed in all their academic studies, whether science or mathematics or social studies or foreign language or the arts. It empowers them to communicate effectively in the workplace or the marketplace, to participate fully in the democratic society or interpersonal relationships, to understand that using language effectively enables them to persuade or influence others or to function successfully in an era of technology and information. It motivates them to reflect on the connection between their own experience and the human condition, to appreciate the diverse cultures in our literary heritage and society at large, and to understand the ways that language articulates moral and ethical values, delights the spirit, or expresses the creative impulses of human thought. The significant challenge to subject matter preparation programs in English lies in preparing candidates to enter credential programs and teaching careers with excitement about the potential for accomplishing those ends by teaching and learning English through the study of literature, composition, and language and linguistics.

Part 2

Standards of Program Quality and Effectiveness in English



Definitions of Key Terms

Standard

A "standard" is a statement of program quality that must be fulfilled for initial or continued approval of a subject matter program by the Commission. In each standard, the Commission has described an acceptable level of quality in a significant aspect of English teacher preparation. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information related to the standard by a review panel whose members (1) have expertise in English teacher preparation, (2) have been trained in the consistent application of the standards, and (3) submit a recommendation to the Commission regarding program approval.

The Commission's adopted Standards of Program Quality and Effectiveness for Subject Matter Programs in English begin on page 13. The Commission's authority to establish and implement the standards derives from Section 44259 (b) (5) of the California Education Code.

Factors to Consider

"Factors to consider" guide program review panels in judging the quality of a program in relation to a standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. The factors identify the dimensions of program quality that the Commission considers to be important. To enable a program review panel to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the review panel to consider all of the related quality factors in conjunction with each other. In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the institution. For subject matter programs in English, the adopted factors to consider begin on page 13.

Precondition

A "precondition" is a requirement for initial and continued program approval that is based on California state laws or administrative regulations. Unlike standards, preconditions specify requirements for program compliance, not program quality. The Commission determines whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's standards. Preconditions for the approval of subject matter programs in English are on page 12 of this handbook. Details regarding the program review sequence are on pages 37-44.

Preconditions for the Approval of Subject Matter Programs in English

The following Preconditions for the Approval of Subject Matter Programs in English are based on California Administrative Code Sections 80085.1 and 80086. The Commission's statutory authority to establish and enforce the preconditions is based on Sections 44310 through 44312 of the California Education Code.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in English shall include (a) at least 30 semester units (or 45 quarter units) of core coursework in English and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 15 semester units (or 22 quarter units) of coursework that provides breadth and perspective to supplement the essential core of the program. These two requirements are elaborated in Preconditions 2 and 3 below. Coursework that addresses Standards 7 and 8 shall be in addition to content studies that meet Precondition 1, and shall not be counted in partial satisfaction of the unit requirements in this precondition.
- (2) The basic core of the program shall include coursework in (or directly related to) the following subjects that are commonly taught in departmentalized classes of English and related subjects in the public schools: literature, composition, language and linguistics.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include a listing and catalog description of all courses that constitute the basic core of the program. Institutions shall have flexibility to define the core in terms of (a) specifically required coursework or (b) elective courses related to each commonly taught subject. Institutions may also determine whether the core consists of (a) one or more distinct courses for each commonly taught subject, or (b) courses that offer integrated coverage of these subjects.

- (3) Additional coursework in the program shall be designed to provide breadth and perspective to supplement the essential core of the program.

A program document shall include a listing and catalog description of all courses that are offered for the purposes of breadth and perspective. Institutions may define this program component in terms of required coursework or elective courses.

Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook.

Standards of Program Quality and Effectiveness

Category I: Curriculum and Content of the Program

Standard 1: Program Philosophy and Purpose

The subject matter preparation program in English is based on an explicit statement of program philosophy that expresses its purpose, design and desired outcomes, and defines the institution's concept of a well-prepared teacher of English. The program philosophy, design and desired outcomes are appropriate for preparing students to teach English in California schools.

Rationale for Standard 1

To ensure that a subject matter program is appropriate for future teachers, it should have an explicit statement of philosophy which expresses the institution's concept of a well-prepared teacher of English. This statement provides direction for program design and it assists the faculty in identifying program needs and emphases, developing course sequences and conducting program reviews. The philosophy statement also informs students of the basis for program design, and communicates the institution's aims to school districts, prospective faculty members and the public. The responsiveness of a program's philosophy, design and desired outcomes to the contemporary conditions of California schools are critical aspects of its quality.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program philosophy, design and desired outcomes are collectively developed by participating faculty; reflect an awareness of recent research and theory in the disciplines of literature, language and linguistics; and are consistent with each other.
- The program philosophy is consistent with the major themes and emphases of the California State Curriculum Framework, other state curriculum documents, and nationally adopted guidelines for teaching English.
- The statement of program philosophy shows a clear awareness of the preparation that students need in order to teach English effectively among diverse students in California schools.
- Expected program outcomes for students are defined clearly so student assessments and program reviews can be aligned appropriately with program goals in English.
- The institution periodically reviews and reconsiders the program philosophy, design and intended outcomes in light of ongoing research and thinking in the discipline, nationally accepted standards and recommendations, and the changing needs of public schools in California.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 2

Curriculum of Required Core Studies

The program requires academic preparation in core subjects that are essential for single subject teachers of English. Core coursework includes advanced writing, language and/or linguistics, and a well-balanced program of literary studies. These core courses relate to subjects that are commonly taught in California public schools.

Rationale for Standard 2

The core courses provide preparation in literature, composition, and language and/or linguistics, and give credential candidates an appropriate foundation in English studies. All students, including those who pursue speech, theater, journalism, or other programs related to English, will be assured of preparation in the most commonly taught areas of English.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program enables students to develop knowledge and competence in literature, composition, and language and/or linguistics, consistent with the specifications for subject matter knowledge and competence on pages 25 through 29.
- The program prepares students to teach the multiple facets of English as reflected in the State English/Language Arts Framework and related curriculum documents.
- Literature coursework includes studies of major works from diverse cultures, including non-western cultures and ethnic American cultures, as well as other major works of American, British, and European literature.
- Literature coursework includes excellent works by male and female writers.
- Literature coursework provides coverage of historical periods, genres, and major figures, including Shakespeare.
- Composition coursework encompasses advanced training in writing, including exposition and other modes of discourse.
- Composition coursework includes instruction in writing as a process, and in various rhetorical strategies.
- Language and linguistic coursework incorporates significant study of commonly taught grammatical concepts and conventions of standard English.
- Linguistic coursework incorporates study of sociolinguistics, psycholinguistics, and current linguistic theories.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 3

Curriculum of Breadth and Perspective Studies

The program includes a thoughtful selection of courses that provide breadth and perspective to supplement the core curriculum (Standard 2). This component includes further studies in literature, composition, language, or linguistics; studies in specialized areas within the discipline of English such as comparative literature, creative writing, or language history; or studies in fields related to English such as speech, theater, journalism, or film criticism.

Rationale for Standard 3

While the required core curriculum provides studies in literature, composition, and language and/or linguistics that are necessary for all English teachers, breadth and perspective coursework provides opportunities for further exploration in English or related studies. This coursework should encourage students to pursue study in areas of interest as well as subjects related to public school curricula. Since English teachers often teach journalism, speech, theater, film criticism or other subjects related to English, programs may offer options that allow for extended coursework in these related fields.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program options include a thoughtful selection of courses that add to the capacity of students to teach the subjects authorized by the credential in contemporary California schools.
- The program prepares students to teach the multiple facets of English as reflected in the California English/Language Arts Framework and related curriculum policies.
- The choice of courses by which students may fulfill the breadth and perspective requirement is clearly consistent with the program's philosophy.
- The program provides a variety of options for further study in English or related fields, such as:
 - breadth of study in areas of literature, composition, and language/linguistics;
 - breadth of study in related fields such as creative writing, theater, journalism, and film criticism;
 - focused study in specific areas within literature, composition, and language/linguistics; and
 - focused study in related fields such as creative writing, theater, journalism, and film criticism.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 4

Integration of Studies in the Program

The program emphasizes integration of the oral and written elements of the English language on two levels: coursework in literature, composition, language and/or linguistics and related fields; and students' experiences in reading, writing, listening, and speaking in the program.

Rationale for Standard 4

Recent research in language learning emphasizes the crucial interactions among all the dimensions of language use in developing the human capacity to express thought and communicate effectively. The prospective English teacher must have both knowledge of how written and oral language are connected and the ability to use written and oral language effectively. It is important that each program emphasize the interrelationship of all aspects of the English curriculum. Students need to understand the ways in which literature, composition, language and linguistics studies are inter-related in order to teach the multidimensional and complex subject of English effectively, especially considering California's K-12 literature-based English curriculum.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Core coursework emphasizes the integration of writing, reading, speaking, and listening skills.
- Core coursework integrates literary studies, oral and written expression, language studies, and applications of linguistic theories.
- The program includes courses that explore interrelationships among prominent elements of the discipline of English, such as literature, composition, language and linguistics.
- Students experience ways in which instructional strategies that are appropriate to course content result in effective learning of the discipline of English and successful integration of oral and written expression.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 5

Language Development and Second Language Acquisition

Each program provides instruction in individual language development and second language acquisition.

Rationale for Standard 5

Because there are increasing numbers of limited English-proficient students in California, it is essential that prospective teachers understand key concepts of language development and second language acquisition. Prospective teachers of English have a particular need for fundamental knowledge that will enable them to teach English effectively to young people from a variety of linguistic backgrounds.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program prepares students to address the unique language learning needs of limited-English proficient students through study of current theories and research related to language acquisition and development.
- Each student examines sociolinguistic, psycholinguistic, and other current theories and research related to the acquisition and development of language.
- Each student studies the implications of language acquisition and development principles, with emphasis on implications related to the learning of listening, speaking, writing, and reading skills.
- The program encourages students to study languages other than English.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 6

Diversity and Equity in the Program

Each student in the subject matter program acquires knowledge, understanding and appreciation of the perspectives and contributions of diverse cultural, ethnic and gender groups to literature, language and writing. The program promotes educational equity by utilizing instructional, advisement and curricular practices that offer equal access to program content and career options for all students.

Rationale for Standard 6

Students who attend California schools are increasingly diverse. They live in a society that has benefitted from the perspectives and contributions of men, women, and many cultural and ethnic groups. Prospective teachers must understand and appreciate the cultural perspectives and academic contributions of these groups. They must also be aware of barriers to academic participation and success, and must experience equitable practices of education during their preparation.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program provides knowledge and enhances understanding and appreciation of the cultural dimensions and context of language, writing and literature.
- Each student learns about the contributions and perspectives of diverse cultural, ethnic and gender groups related to language, writing and literature.
- Students examine ways in which the growth and development of the discipline of English have affected different cultural, ethnic, gender and handicapped groups.
- Coursework in the program fosters understanding, respect and appreciation of human differences, including cultural, ethnic, gender and language variations.
- In the course of the program, students experience classroom practices and use instructional materials that promote educational equity among diverse learners.
- The program includes faculty role models from diverse cultural and ethnic groups, men and women, and individuals with exceptional needs.
- The program includes faculty who are concerned about and sensitive to diverse cultural and ethnic groups, men, women, and individuals with exceptional needs.
- The institution encourages men and women students, and students who are culturally and ethnically diverse, to enter and complete the subject matter program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 7

Study and Use of Technology

Each student in the program examines and uses forms of technology that are appropriate for the study and teaching of literature, composition, language, linguistics, and other related fields.

Rationale for Standard 7

Technology plays an increasingly significant role in communications, transportation, commerce, the arts, and recreation. In schools, many forms of technology have become the subjects and tools of instruction. In their professional pursuits, prospective English teachers must be able to use several forms of technology without anxiety or fear. Prospective teachers of English need to learn what forms of technology are appropriate and how different technologies can and should be used. They need to experience the use of various forms of technology in the course of their academic preparation.

NOTE: A Subject Matter Program in English may meet this standard by ensuring that each student either (1) completes applicable coursework in any appropriate department of the institution, or (2) verifies appropriate personal experience in the use of technological tools in the discipline of English. Coursework used to meet Standard 7 shall not be counted as part of the unit requirements in Precondition 1 on page 12.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Students who lack experience in the study and use of technological tools in the discipline of English complete appropriate coursework in this content area.
- The program has clear criteria for accepting, in satisfaction of this standard, students' experiences in the use of technological tools in the discipline of English.
- Computers and other technologies are used as effective tools of communication as well as instruction in the program.
- Experiences with technological tools are designed to contribute to students' competence in using these tools.
- Uses of appropriate technologies are planned and evaluated as significant elements of preparation, either within the program or in other fieldwork or coursework.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 8

Field Experiences in the Program

Each student in the program engages in guided observations and other experiences in public school English and language arts classes. Students reflect on these observations and experiences, particularly in relation to their academic studies of literature, composition, language and linguistics.

Rationale for Standard 8

Field experiences help students to determine whether careers in teaching are suitable for them before they expend time and money earning a teaching credential. These experiences are also beneficial as ways of making collegiate instruction practical and engaging. School-based experiences enable prospective teachers to explore relationships between the subjects they are studying and the young people they will eventually teach.

NOTE: A Subject Matter Program in English may meet this standard by ensuring that each student completes applicable coursework and/or fieldwork in any appropriate department of the institution. Coursework used to meet Standard 8 shall not be counted as part of the unit requirements in Precondition 1 on page 12.
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Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program offers opportunities for experiences and observations in a variety of school settings.
- The experiences and observations are planned and guided to relate to academic coursework in the program.
- Students participate in analytical discussions to relate their observations to academic coursework in the program, and to compare their experiences with those of other students in the program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Category II: Essential Features of Program Quality

Standard 9

Coordination of the Program

The subject matter preparation program is coordinated effectively by one or more persons who are responsible for program planning, implementation and review.

Rationale for Standard 9

The accomplishments of students in a subject matter preparation program depend in part on the effective coordination of the program by responsible members of the institution's administrative staff and/or academic faculty. For students to become competent in the subjects they will teach, all aspects of their subject matter preparation must be planned thoughtfully, implemented conscientiously and reviewed periodically by designated individuals.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- There is effective communication and coordination among the academic program faculty; and between the faculty and local school personnel, local community colleges, and the professional education faculty.
- One or more persons are responsible for overseeing and assuring the effectiveness of student advisement and assessment in the program (refer to Standards 10 and 11), and of program review and development by the institution (refer to Standard 12).
- Sufficient time and resources are allocated for responsible faculty and/or staff members to coordinate all aspects of the program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 10

Student Advisement and Support

A comprehensive and effective system of student advisement and support provides appropriate and timely program information and academic assistance to students and potential students, and gives attention to transfer students and members of groups that traditionally have been underrepresented among teachers of English.

Rationale for Standard 10

To become competent in a discipline of study, students must be informed of the institution's expectations, options and requirements; must be advised of their own progress toward academic competence; and must receive information about sources of academic and personal assistance and counseling. Advisement and support of prospective teachers are critical to the effectiveness of subject matter preparation programs, particularly for transfer students and members of groups that traditionally have been underrepresented in the discipline. In an academic environment that encourages learning and personal development, prospective teachers acquire a student-centered outlook toward education that is essential for their subsequent success in public schools.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Advisement and support in the program are provided by qualified individuals who are assigned those responsibilities, and who are available and attentive when the services are needed.
- Advisement services include information about course equivalencies, financial aid options, admission requirements in professional preparation programs, state certification requirements, field experience placements, and career opportunities.
- Information about program purposes, options and requirements is available to prospective students and distributed to enrolled students.
- The institution encourages students to consider careers in teaching, and attempts to identify and advise interested individuals in appropriate ways.
- The institution actively seeks to recruit and retain students who are members of groups that traditionally have been underrepresented among English teachers.
- The institution collaborates with community colleges to articulate academic curricula and to facilitate the transfer of students into the subject matter program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 11

Assessment of Subject Matter Competence

The program uses multiple measures to assess the subject matter competence of each student formatively and summatively in relation to the content of Standards 1 through 6. The scope and content of each student's assessment is congruent with the studies the student has completed in the program.

Rationale for Standard 11

An institution that offers content preparation for prospective teachers has a responsibility to verify their competence in the subject(s) to be taught. It is essential that the assessment in English use multiple measures, have formative and summative components, and be as comprehensive as Standards 1-6. Its content must be congruent with each student's core, breadth and perspective studies in the program (see Standards 2 and 3). Course grades and other course evaluations may be part of the assessment, but may not comprise it entirely.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The assessment process includes a variety of approaches, such as student performances, presentations, projects, portfolios, observations and interviews, as well as oral and written examinations based on criteria established by the institution.
- The assessment encompasses the content of Standards 1-6, and is congruent with each student's core, breadth and perspective studies in the program.
- The assessment encompasses knowledge and competence in literature, composition, and language and/or linguistics, consistent with the specifications for subject matter knowledge and competence on pages 25 through 29.
- The assessment process is valid, reliable, equitable, and fair, and includes provisions for student appeals.
- The assessment scope, process and criteria are clearly delineated and made available to students.
- The institution makes and retains thorough records regarding each student's performance in the assessment.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 12

Program Review and Development

The subject matter program has a comprehensive, ongoing system of review and development that involves faculty, students and appropriate public school personnel, including English teachers, and that leads to continuing improvements in the program.

Rationale for Standard 12

The continued quality and effectiveness of subject matter preparation depends on periodic reviews and improvements of the programs. Program development and improvement should be based in part on the results of systematic, ongoing reviews that are designed for this purpose. Reviews should be thorough, and should include multiple kinds of information from diverse sources.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Systematic and periodic reviews of the subject matter program reexamine its philosophy, purpose, design, curriculum and intended outcomes for students.
- Information is collected about the program's strengths, weaknesses, and needed improvements from participants in the program, including faculty, students, recent graduates, and employers of recent graduates, and from other appropriate public school personnel, including teachers of English.
- Program development and review involves consultation among departments that participate in the program, including the English and Education Departments, and includes a review of recommendations by elementary, secondary and community college educators.
- Program improvements are based on the results of periodic reviews, the implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and recent English curriculum policies of the State.
- Assessments of students (pursuant to Standard 11) are also reviewed and used for improving the philosophy, design, curriculum and/or outcome expectations of the program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Specifications for the Subject Matter Knowledge and Competence of Prospective Teachers of English

English Teacher Preparation and Assessment Advisory Panel Commission on Teacher Credentialing 1991

A student who seeks to earn the Single Subject Teaching Credential in English should have a basic knowledge of literature, language, linguistics, rhetoric, composition, and various issues related to the study of English (e.g., literacy, access and equity, dialects, the canon, and second language acquisition). The student should also be skillful at planning and writing well-developed, well-crafted essays on literature, language, and issues related to the study of English.

To verify that these expectations have been attained, the Commission has developed and adopted a standardized subject matter assessment in English, which consists of two sections: a two-hour knowledge examination and a two-hour performance assessment. For the two sections of the assessment, the English Teacher Preparation and Assessment Advisory Panel drafted the following specifications, which were also adopted by the Commission. The specifications illustrate the content knowledge, skills and abilities that students should acquire and develop in a subject matter program for prospective teachers of English.

Section I: Knowledge of English Literature and Language

Literature (50% of Section I)

The prospective teacher's subject matter knowledge should draw on a substantial body of literature (e.g., poems, plays, novels, essays, short stories) from diverse cultures, including non-western literature as well as British, Continental and American literature (including works from ethnic American writers). Works by male and female writers from a wide range of historical periods and genres should be included.

Students should demonstrate:

- (1) Knowledge of major writers and their works;
- (2) An ability to respond to and interpret literature, including literature from various cultures;
- (3) Understanding of characteristics of literary types and forms;
- (4) Understanding of writers and works within historical and cultural contexts;
- (5) Understanding of critical approaches to reading and interpreting literature;
- (6) Understanding of elements of literature (e.g., plot, setting, character, point of view, narrative structure); and
- (7) An ability to respond to and interpret figurative language.

Language and Linguistics (25% of Section I)

The prospective teacher's subject matter knowledge also includes understanding of the nature and structure of language, especially English, and of how English is acquired as a second language. The student should be acquainted with several varieties of English (e.g., oral/written, edited/casual, archaic/innovative, and privileged/stigmatized).

Students should demonstrate an understanding of the following:

- (1) Nature of human language and models of communication;
- (2) Structure of language (e.g., semantics, syntax);
- (3) Theories of language acquisition and development;
- (4) History and development of the English language and American English;
- (5) Dialects and other aspects of language variation (e.g., jargon, slang, register, argot);
- (6) Grammatical/linguistic theories (e.g. transformational, generative, case grammars);
- (7) Commonly taught grammatical concepts and conventions.

Rhetoric and Composition (25% of Section I)

The prospective teacher of English should also understand (a) the rhetorical features of exposition and other discourse modes, including edited speech, and (b) composing processes, including individual and collaborative, sequential and recursive processes. The student should be acquainted with the characteristics, purposes and processes that are appropriate for various communication contexts, audiences, and tasks.

The student should demonstrate understanding of the following:

- (1) Composing processes (individual and collaborative): prewriting, drafting, responding, revising, editing, evaluating;
- (2) Rhetorical features, including:
 - audiences and purposes in varying contexts and communities of discourse;
 - organization and coherence;
 - types of discourse;
 - voice;
 - types of development;
 - style and tone;
 - types of appeals; and
- (3) Conventions of standard written English (e.g., grammar, usage, mechanics).

Section II: Content Area Performance Assessment (CAPA) in English

The second section of the standardized assessment of prospective English teachers consists of a two-hour essay exam in which each examinee responds to two "prompts." Examinees' responses are evaluated according to the Scoring Guide on the following pages. This section of the assessment measures the following performance abilities, which are consistent with the stipulated content of an English subject matter program as embodied in the Standards of Program Quality and Effectiveness in this handbook. Each prospective teacher of English should be able to:

- (1) analyze passages or works of literature, including their cultural contexts;
- (2) demonstrate an understanding of passages or works of literature, including non-western literature;
- (3) establish theses and construct thoughtful, well developed essays;
- (4) write clear, fluent, focused prose; and
- (5) write essays consistent with the conventions of standard written English.

The second section of the standardized exam is called the Content Area Performance Assessment (CAPA) in English. The CAPA does *not* assess a detailed recall of a particular work, period or genre of literature. Neither does it require restatement or extended paraphrase of a passage. The writing tasks are designed to be challenging but appropriate for diverse examinees who have had a wide range of preparation and exposure to the study of English (as suggested by the standards for subject matter programs). The CAPA prompts relate to the study of English at an advanced level, require an understanding of cultural influences in language and literature, and are based on passages that can be analyzed and interpreted within the time constraints of the examination (approximately one hour per essay). CAPA prompts do not deal specifically with pedagogy, although a response may include some speculation on educational issues.

In each form of the English CAPA, one prompt focuses on literature and the other prompt relates to other aspects of English studies, including literacy, language issues, and literary criticism. More specifically, each pair of CAPA prompts may:

- (1) include a passage of literature for analysis and discussion;
- (2) ask the candidate to select a work of literature and discuss a given aspect of it;
- (3) include two or more passages and require analysis, synthesis, and comparison;
- (4) relate to particular aspects of language and linguistics;
- (5) include excerpts from literary criticism for analysis; and
- (6) include excerpts from other written works related to the study of English, including articles from professional journals.

The criteria for scoring CAPA responses are on the following two pages.

Scoring Guide for the Content Area Performance Assessment in English

For the Content Area Performance Assessment in English, each prospective teacher writes two extended essays about issues of literature and language. Each essay is scored holistically by two trained readers. The examinee's combined score is the sum of scores earned in the four separate readings. The following six-point scale is used to score each essay:

6 = Superior

- Demonstrates superior ability to analyze and explore the literature in the prompt thoughtfully and with substantial depth.
- Shows exceptional insight and understanding of the literature or other stimulus content.
- Clearly established and supports a thesis in a well-developed essay using appropriate reasons, examples and details.
- Is clear, focused, unified, coherent, and well-organized.
- Evidences superior control of language, including diction, syntactic variety, and word choice.
- Demonstrates superior facility with the conventions of standard written English; may have a few minor flaws.

5 = Strong

- Demonstrates adequate ability to analyze and explore the literature thoughtfully and with some depth.
- Shows sound understanding of the literature or other stimulus content, although it may be lacking in complexity or depth of thought.
- Establishes and supports a thesis in a well-developed essay using some appropriate reasons, examples and details.
- Has unity, coherence, and clear organization.
- Demonstrates control of language, including diction, syntactic variety, and word choice.
- Demonstrates control of the conventions of standard written English; may have a few flaws.

4 = Competent

- Demonstrates adequate ability to analyze the literature or other stimulus content, although it may be lacking in complexity or depth of thought.
- Shows understanding of the literature.
- Establishes a thesis with adequate development and support.
- Is organized and coherent.
- Demonstrates competent writing and language control.
- Displays an understanding of the conventions of standard written English; may have a few flaws.

3 = Weak

- Analysis may be distorted or superficial.
- May not provide adequate support for a thesis.
- May display weakness in organization and coherence.
- May have problems in syntax, diction, and language control.
- May have significant writing errors.

2 = Inadequate

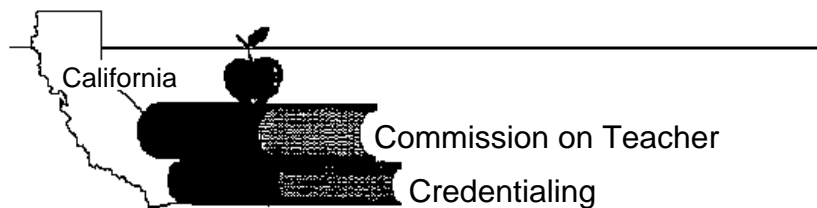
- May demonstrate little understanding of the literature of the writing task.
- May be incoherent or undeveloped.
- May contain severe and persistent writing errors.

1 = Incompetent

- May demonstrate little understanding of the literature in the writing task.
- May be incoherent or undeveloped.
- May contain severe and persistent writing errors.

Part 3

Implementation of English Teaching Standards



Implementation of Program Quality Standards for the Subject Matter Preparation of English Teachers

The Program Quality Standards for Subject Matter Preparation in English are part of a broad shift in the policies of the Commission on Teacher Credentialing related to the preparation of professional teachers and other educators in California colleges and universities. The Commission initiated this policy change to foster greater excellence in educator preparation, and to combine flexibility with accountability for institutions that offer programs for prospective teachers. The success of this reform effort depends on the effective *implementation* of program quality standards for each credential.

Pages 31 through 34 of the handbook provide general information about the transition to program quality standards for all teaching credentials. Then the handbook provides specific information about implementation of the English standards (pp. 35-44).

Transition to Quality Standards for All Teaching Credentials

The Commission is gradually developing and implementing Standards of Program Quality and Effectiveness for all teaching credentials. For subject matter programs, this process began in 1986, with the appointment of an expert advisory panel in elementary education, which was asked to develop *Standards of Program Quality for the Subject Matter Preparation of Elementary Teachers*. In 1988 the Commission adopted these standards for the Multiple Subjects Teaching Credential. The standards have been implemented in 55 colleges and universities, which offer a total of 64 programs.

In 1989, the Commission established five subject matter advisory panels to develop standards for the subject matter preparation of prospective secondary teachers in English, mathematics, life science, physical science and social science. The panels consisted of subject matter experts from throughout California: K-12 teachers of the subjects, public school curriculum specialists, university professors of the subjects, and other subject matter specialists.

In 1991 the Commission established four more panels to develop program standards in art, music, foreign languages and physical education. Draft standards developed by these panels are being reviewed by colleges, universities, professional organizations, and local and state education agencies, prior to being completed by the panels and adopted by the Commission. Implementation of these standards will follow a timeline similar to the milestones displayed on page 38 of this handbook.

In 1993, the Commission plans to appoint advisory panels to develop program standards in business education, health education, home economics, and industrial technology. Initial drafts of standards in these subjects will be distributed widely for discussion and comment before they are completed by the panels and adopted by the Commission. Again, implementation will follow a timeline like that on page 38.

Alignment of Program Standards and Performance Assessments

The Teacher Preparation and Licensing Act of 1970 (Ryan Act) established the requirement that candidates for teaching credentials verify their knowledge of the subjects they intend to teach. Candidates for teaching credentials may satisfy the subject matter requirement by completing approved subject matter programs or passing subject matter assessments that have been adopted by the Commission. The Commission is concerned that the scope and content of the subject matter assessments be aligned and congruent with the program quality standards in each subject.

To achieve this alignment and congruence in English, the Commission asked the English Teacher Preparation and Assessment Advisory Panel to develop subject matter assessment specifications that would be consistent in scope and content with the program quality standards in this handbook. Following extensive discussion and review, the Commission adopted a detailed set of *Specifications for the Assessment of Subject Matter Knowledge and Competence of Prospective Teachers of English*, which are in pages 25-29. College and university faculty and administrators are urged to examine these specifications as a source of information about content that is important to include in subject matter programs.

The Commission seeks to align the assessment specifications with the program standards in each subject area. Each subject matter advisory panel is asked to develop standards and specifications that are as congruent with each other as possible, to maximize the equivalence between credentials that are earned by completing programs and ones that are earned by passing examinations.

Validity and Authenticity of Subject Matter Assessments

The Commission is also concerned that the subject matter assessments of prospective teachers address the full range of knowledge, skills and abilities needed by teachers of each subject. For fifteen years the Commission relied on subject matter examinations that consisted entirely of multiple-choice questions. In 1987-88, the Commission evaluated fifteen of these subject matter exams comprehensively. More than 400 teachers, curriculum specialists and university faculty examined the specifications of these tests, as well as the actual test questions. An analysis of the reviewers' aggregated judgments showed that (1) particular changes were needed in each multiple-choice test, and (2) each multiple-choice test should be supplemented by a performance assessment in the subject.

Since 1988, the Commission's subject matter advisory panels have created Content Area Performance Assessments (CAPAs) for each of ten Single Subject Credentials. The CAPAs consist of problems, questions and exercises to which examinees construct complex responses, instead of selecting an answer among four given answers. Examinees' responses are scored on the basis of specific criteria (see pp. 28-29) that were created by the advisory panels and are administered by subject specialists who are trained in the scoring process. Candidates for the ten Single Subject Credentials must pass a CAPA as well as a multiple-choice test of their subject matter knowledge, unless they complete an approved subject matter program. Meanwhile, for the Multiple Subject Credential, the Commission has developed and adopted a new exam (the MSAT) that consists of a Breadth of Knowledge Examination (2 hours) and a Content Skills Assessment (3 hours). By developing and adopting the CAPA and MSAT assessments, the Commission has committed itself to assessing the subject matter knowledge and competence of prospective teachers as authentically and comprehensively as possible.

New Terminology for "Waiver Programs"

In enacting the Ryan Act, the Legislature clearly regarded the successful passage of an adopted examination as the principal way to meet the subject matter requirement. However, the law also allowed candidates to complete Commission-approved subject matter programs to "waive" the examination. Because of this terminology in the 1970 statute, subject matter programs have commonly been called "waiver programs" throughout California.

In reality, the law established two alternative ways for prospective teachers to meet the subject matter requirement. An individual who completes an approved subject matter program is not required to pass the subject matter examination, and an individual who achieves a passing score on an adopted exam is not required to complete a subject matter program. Overall, the two options are used by approximately equal numbers of candidates for initial teaching credentials. Subject matter programs are completed by more than half of the candidates for Single Subject Credentials, but the adopted examination is the preferred route for more than half of all Multiple Subject Credential candidates.

Because of the significant efforts of the Commission and its expert advisory panels, subject matter programs and examinations are being made as parallel and equivalent to each other as possible. The term "waiver programs" does not accurately describe a group of programs that are *alternatives to* subject matter examinations. For this reason, the Commission uses the term "subject matter programs" instead of "waiver programs," which is now out of date.

Improvements in the Review of Subject Matter Programs

Some individuals who are involved in the subject matter preparation of prospective teachers will recall the subject matter program reviews that were done by "Waiver Program Panels" for the Commission beginning in 1983. Although there are some similarities between the "old" policies and the plan for implementing the "new" standards in this handbook, there are also some major changes.

- (1) The standards are much broader than the prior guidelines for subject matter programs. The standards provide considerably more flexibility to institutions.
- (2) As a set, the standards are more comprehensive in addressing the quality of subject matter preparation. They provide a stronger assurance of excellent preparation.
- (3) The new Program Review Panels conduct more intensive reviews that focus on program quality issues rather than course titles and unit counts.
- (4) The new panels have more extensive training because the standards require that they exercise more professional discretion regarding the quality of programs.
- (5) Institutional representatives meet with the Review Panels to discuss questions about programs and standards. Improved communications lead to better decisions.

The Commission welcomes comments and suggestions about the program review process, which should be addressed to the Executive Director.

Ongoing Review and Approval of Subject Matter Programs

After the Commission grants full or interim approval to subject matter programs, the programs will be reviewed at six-year intervals, in approximately the same way as the Commission reviews professional preparation programs in California universities and colleges. Periodic reviews will be based on the Standards of Program Quality and Effectiveness. Like professional preparation programs, subject matter programs will be reviewed onsite by small teams of trained reviewers. Reviewers will acquire information about program quality from institutional documents and interviews with program faculty, administrators, students, and recent graduates. Prior to each review, the Commission will provide detailed information about its scope, methodology, potential benefits and other implications for the college or university.

Review and Improvement of Subject Matter Standards

Beginning in 1997-98 the Commission will begin a cycle of review and reconsideration of the *Standards of Quality and Effectiveness for Subject Matter Programs in English* and in other subjects. The standards will be reviewed and reconsidered in relation to changes in academic disciplines, school curricula, and the backgrounds and needs of California students (K-12). Reviews of program standards will be based on the advice of subject matter teachers, professors and curriculum specialists. Prior to each review, the Commission will invite interested individuals and organizations to participate in it. If the Commission modifies the English standards, an amended handbook will be forwarded to each institution with an approved program.

English Teacher Preparation: Adoption and Implementation of Standards by the Commission

The English Teacher Preparation Advisory Panel completed its work on the Standards of Program Quality and Effectiveness in 1991. The Commission was prepared to adopt and implement the panel's work, but was concerned about the fiscal impact of the standards during a budget crisis. On November 8, 1991, the Commission adopted the standards, but continued to be concerned about their potential fiscal impact on colleges and universities. Commissioners directed the staff to monitor the crisis and present a plan for implementing the standards in ways that would be fiscally feasible for institutions.

The budgets of postsecondary institutions continued to decline during 1992. On October 1, 1992, the Commission's professional staff recommended an implementation plan for the standards that would accommodate the fiscal crisis in two ways. First, the implementation timeline was "moved back" in time, to allow institutions to begin to recover, if possible, from recent budget reductions. Second, the plan offered two ways for institutions to respond to the standards, depending on local fiscal conditions. On October 2, 1992, the Commission adopted this implementation plan, which appears on the following page. The implementation timeline is summarized on page 37, and diagrammed on 38.

Implementation Timeline: Impact on Candidates for English Credentials

Based on the Commission's implementation plan, candidates for Single Subject Credentials in English who do not plan to pass the subject matter examinations adopted by the Commission should enroll in subject matter programs that fulfill the "new" standards either (1) once a new program commences at their institution, or (2) before January 1, 1995, whichever occurs first. After a new program begins at an institution, no students should enroll for the first time in an "old" program (i.e. one approved under "old" guidelines). Regardless of the date when new programs are implemented, no students should enter old programs after January 1, 1995.

Candidates who enrolled in programs approved on the basis of pre-1991 guidelines ("old" programs) may complete those programs provided that (1) they entered the old programs either before new programs were available at their institutions, or before January 1, 1995, and (2) they complete the old programs before January 1, 1998.

Candidates who do not comply with these timelines may qualify for Single Subject Teaching Credentials by passing the subject matter examinations that have been adopted for that purpose by the Commission.

Implementation Plan Adopted by the Commission

October 2, 1992

- (1) The Commission will review two kinds of proposals that respond to the Standards of Program Quality in English. The Commission will grant *full approval* to programs that satisfy the full complement of standards in this handbook, based on the judgments of the program reviewers. The Commission will grant *interim approval* to programs that satisfy the full complement except for one or more of the standards concerning Program Coordination (Standard 9), Student Advisement (10) and Student Assessment (11).
- (2) An institution may seek full approval of some programs and interim approval of other programs. To seek full approval of a program, an institution must respond to all of the standards. To seek interim approval of an English program, the institution must respond to all of the standards except Standards 9, 10 and 11.
- (3) By January 1, 1995, existing ("old") programs based on current guidelines should be superseded by new programs with either full approval or interim approval.
 - (a) Once a new program receives full or interim approval, all students not previously enrolled in the old program (i.e., all "new" students) should enroll in the new program.
 - (b) After January 1, 1995, no "new" students should enroll in an "old" program, even if a new program in the subject is not available at that institution.
 - (c) Students who enrolled in an old program prior to January 1, 1995, may continue to pursue the old program [see (5) below].
- (4) By January 1, 1998, a program with interim approval must earn full approval. To seek full approval of an English program with interim approval, the institution should respond only to Standards 9, 10 and 11. If the program satisfies these standards, the Commission will grant full approval. An institution may seek full approval of a program with interim approval any time between the granting of interim approval and January 1, 1998.
- (5) Until January 1, 1998, students may qualify for examination waivers based on "old" program guidelines provided that the students entered the old program prior to either (a) the implementation of a new program with full approval or interim approval at their institution, or (b) January 1, 1995, whichever occurs first.

Timeline for Implementing the English Standards

November 1991	The Commission on Teacher Credentialing adopts the Standards of Program Quality and Effectiveness that are on pages 13-24 of this handbook, as well as the preconditions on page 12.
October 1992	The Commission adopts the plan, on page 36 of the handbook, for implementing the standards and preconditions.
January to March, 1993	The Executive Director disseminates the handbook. The Commission conducts regional workshops to answer questions, provide information, and assist colleges and universities.
May to August, 1993	The Commission selects, orients and trains a Program Review Panel in English. Qualified subject matter experts are prepared to review programs in relation to the standards beginning in 1993-94.
September 1993	Review and approval of programs under the new standards begins. No new subject matter programs in English will be reviewed in relation to the Commission's "old" guidelines.
1993-94 1994-95	Institutions may submit programs for preliminary or formal review on or after September 1, 1993. Once a "new" program is approved, all students who were not previously enrolled in the "old" program (i.e., all new students) should enroll in the new program. Students may complete an old program if they enrolled in it either (1) prior to the commencement of the new program at their campus, or (2) prior to January 1, 1995, whichever occurs first.
January 1, 1995	"Old" programs that are based on pre-1991 guidelines must be superseded by new programs with either full approval or interim approval (see pages 42-43). After January 1, 1995, no new students should enroll in an old program, even if a new program in English is not yet available at the institution.
1995-96 1996-97 1997-98	The Commission will continue to review program proposals based on the standards and preconditions in this handbook. Institutions with interim approval of a program may seek full approval of that program at any time before January 1, 1998.
January 1, 1998	A program with interim approval must earn full approval by the Commission. To seek full approval of a program with interim approval, the institution should respond to Standards 9, 10, and 11.
January 1, 1998	The final date for candidates to complete subject matter preparation programs approved under the pre-1991 guidelines. To qualify for a credential based on an "old" program, students must have entered that program prior to either (1) the implementation of a new program with full or interim approval at their institution, or (2) January 1, 1995, whichever occurs first.

Implementation Timeline Diagram

November 1991

Adopt the English standards and preconditions in this handbook.

October 1992

Adopt the revised timeline and implementation plan for the English standards.

January to March, 1993

Disseminate the standards, timeline and implementation plan throughout the state. Hold regional workshops to offer information, answer questions, and assist colleges and universities.

September 1993

Colleges and universities may begin to present program documents for review by the Commission's staff and Program Review Panels.

January 1, 1995

"Old" subject matter programs in English must be superceded by new programs with full approval or interim approval.

January 1, 1998

A program with interim approval must earn full approval by the Commission.

January 1, 1998

Final date for candidates to qualify for Single Subject Credentials in English on the basis of "old" programs of subject matter preparation.

Implementation Handbook: Review and Approval of English Subject Matter Programs

A regionally accredited institution of postsecondary education that would like to offer (or continue to offer) a Program of Subject Matter Preparation for the Single Subject Credential in English may present a program proposal that responds to the standards and preconditions in this handbook. The submission of programs for review and approval is voluntary for colleges and universities; candidates can qualify for the Single Subject Credential by passing an assessment of their knowledge and competence in English.

For a subject matter program in English to be approved by the Commission, it must satisfy the preconditions and standards in this handbook. If an institution would like to offer two or more distinct programs of subject matter preparation in English, a separate proposal should be forwarded to the Commission for each program. For example, one program in English might emphasize studies of language acquisition and development, while a second program at the same institution could have an emphasis in drama or comparative literature.

The Commission is prepared to review subject matter program proposals beginning on September 1, 1993. Prior to that date, the Commission's professional staff is able to consult with institutional representatives, and to do preliminary reviews of draft proposals (see page 40 for details).

Initial Statement of Institutional Intent

To assist the Commission in planning and scheduling reviews of program proposals, each institution is asked to file a Statement of Intent at least four months prior to submitting a proposal. Having received a timely Statement of Intent, the Commission will make every effort to review a proposal expeditiously. In the absence of a timely statement, the review process will take longer.

The Statement of Intent should be signed by the individual with chief responsibility for academic programs at the institution. It should provide the following information:

- The subject for which approval is being requested (English).
- The contact person responsible for each program (include phone number).
- The expected date when students would initially "enroll" in each program.
- An indication as to whether or not the institution expects to submit a program for "informal" review (defined below).
- The date when each program will be submitted for formal review and approval.

If an institution plans to submit proposals for two or more programs in English, the Statement of Intent should include this essential information for each program, and should indicate whether or not the programs will have distinct emphases.

The Program Document or Proposal

For each program, the institution should prepare a program document that includes a narrative response to each precondition and standard on pages 12-24. Please provide six (6) copies of each program document.

Preconditions. A narrative section of the document should explain how the program will meet each precondition on page 12. In responding to the preconditions, the document must show the title and unit value of each required and elective course in the basic core of the program (Precondition 2) and the breadth and perspective component (Precondition 3). The document must also include brief course descriptions.

Standards. In the major part of the program document, the institution should respond to each Standard of Program Quality and Effectiveness on pages 13-24. It is important to respond to each element of a standard, but a lengthy, detailed description is not necessary. An institution's program document should include syllabi of required and elective courses, to serve as "back-up" information for responses to particular standards.

Factors to Consider. A program proposal must show how the program will meet each standard. The purpose of factors to consider is to amplify specific aspects of standards, and to assist institutions in responding to all elements of a standard. The Commission considers the factors to be important aspects of program quality, but it is not essential that the document respond to every factor. The factors are *not* "mini-standards," and there is *no expectation* that a program must "meet" all the factors in order to fulfill a standard. (For added information about factors to consider, see pages 4 and 11.)

Institutions are urged to *reflect on* the factors to consider, which may or may not be used as the "organizers" or "headings" for an institution's response to a standard. The quality of a program may be enhanced by an "additional factor" that is related to a standard but not represented by any of the adopted factors. Institutions are encouraged to describe all aspects of the program's quality, and not limit their responses to the adopted factors in this handbook.

Steps in the Review of Programs

The Commission is committed to conducting a program review process that is objective, authoritative and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process.

Preliminary Staff Review. Before submitting program documents for formal review and approval, institutions are encouraged to request preliminary reviews of *draft* documents by the Commission's professional staff. The purpose of these reviews is to assist institutions in developing programs that are consistent with the intent and scope of the standards, and that will be logical and clear to the external reviewers. Program documents may be submitted for preliminary staff review at any time; the optimum time is at least one month after submitting the Statement of Intent and at least two months prior to the expected date for submitting a completed document. Preliminary review is voluntary; its purpose is to assist institutions in preparing program documents that can be reviewed most expeditiously in the formal review process.

Review of Preconditions. An institution's response to the preconditions is reviewed by the Commission's professional staff because the preconditions are based on state laws and regulations, and do not involve issues of program quality. At the institution's discretion, preconditions may be reviewed either during the preliminary review stage, or after the institution's formal submission of a document. If the staff determines that the program complies with the requirements of state laws and administrative regulations, the program is eligible for a review of the standards by a panel of subject matter experts. If the program does not comply with the preconditions, the staff returns the document to the institution with specific information about the lack of compliance. Such a program may be resubmitted once the compliance issues have been resolved.

Review of Program Quality Standards. Unlike the preconditions, the standards address issues of program quality and effectiveness, so each institution's response to the standards is reviewed by a small Program Review Panel of subject matter experts. During the review process, there is an opportunity for institutional representatives to meet with the Program Review Panel to answer questions or clarify issues that may arise. Prior to such a discussion, the panel will be asked to provide a preliminary written statement of the questions, issues or concerns to be discussed with the college or university representative(s).

If the Program Review Panel determines that a proposed program fulfills the standards, the Commission's staff recommends the program for approval by the Commission during a public meeting no more than eight weeks after the panel's decision.

If the Program Review Panel determines that the program does not meet the standards, the document is returned to the institution with an explanation of the panel's findings. Specific reasons for the panel's decision are communicated to the institution. If the panel has substantive concerns about one or more aspects of program quality, representatives of the institution can obtain information and assistance from the Commission's staff. With the staff's prior authorization, the college or university may also obtain information and assistance from one or more designated members of the panel. After changes have been made in the program, the proposal may be re-submitted to the Commission's staff for re-consideration by the panel.

If the Program Review Panel determines that minor or technical changes should be made in a program, the responsibility for reviewing the re-submitted document rests with the Commission's professional staff, which presents the *revised* program to the Commission for approval without further review by the panel.

Appeal of an Adverse Decision. An institution that would like to appeal a decision of the staff (regarding preconditions) or the Program Review Panel (regarding standards) may do so by submitting the appeal to the Executive Director of the Commission. The institution should include the following information in the appeal:

- The original program document, and the stated reasons of the Commission's staff or the review panel for not recommending approval of the program.
- A specific response by the institution to the initial denial, including a copy of the resubmitted document (if it has been resubmitted).
- A rationale for the appeal by the institution.

The Executive Director may deny the appeal, or appoint an independent review panel, or present the appeal directly to the Commission for consideration.

Responses to Six Common Standards

The Commission adopted six of the standards for programs in *all* single subject disciplines.

- Standard 1. Program Philosophy and Purpose.
- Standard 6. Diversity and Equity in the Program.
- Standard 9. Coordination of the Program.
- Standard 10. Student Advisement and Support.
- Standard 11. Assessment of Subject Matter Competence.
- Standard 12. Program Review and Development.

These six standards are referred to as “common standards” because they are essentially the same in all subject areas.

An institution’s program document in English should include a subject-specific reply to Standards 1 and 6, along with subject-specific responses to the other curriculum standards in Category I (pp. 13-20). An institution’s program document in English *may* also include a unique response to Standards 9, 10, 11 and 12. Alternatively, the institution *may* submit a “generic response” to these four common standards. In a generic response, the institution should describe how credential preparation programs in all subjects will meet the four standards. A generic response should include sufficient information to enable an interdisciplinary panel of reviewers to determine that the four common standards are met in each subject area. Once the institution’s generic response is approved, it would not be necessary to respond to the four standards in the institution’s program document in English, or in any other subject. (Institutions seeking “interim approval” may submit a generic response to Standard 12 only. See below for information about interim approval.)

Full Approval and Interim Approval

Even after the Commission adopted the standards in this document, Commissioners were concerned that *some of the standards* might be prohibitively expensive for some institutions to implement during the current fiscal crisis. At the same time, the Commission did not want to delay implementation of all the standards by those institutions that can do so in the near term. To accommodate differences among institutions, the Commission adopted two options: either address all of the standards, or address all except 9, 10 and 11.

If the Program Review Panel determines that a program fulfills all of the standards, the panel will recommend *full approval* of the program by the Commission. If the panel finds that a program satisfies all of the standards except Standards 9, 10, and 11, it will recommend that the Commission grant *interim approval* to the program. The latter option will be available from 1993-94 through 1996-97.

To seek *full approval* of a program, the institution must address all standards. To seek *interim approval*, the initial program document must address all standards except 9, 10, and 11. If the document addresses all standards, and the Review Panel finds that all standards are met except 9-11, the Commission’s staff consultant will contact the institution to determine if the Commission should grant interim approval to the program. The alternative in this case would be for the institution to re-submit the proposal for full approval after revising it in relation to Standards 9, 10, and/or 11.

Programs with interim approval must earn full approval before January 1, 1998. An institution that sponsors programs with interim approval may seek full approval at any time during 1993-94, 1994-95, 1995-96 or 1996-97. To seek full approval, the institution needs to respond only to standards that were not addressed in the initial program document. If the Review Panel determines that these standards are met, the panel will recommend that the Commission grant full approval to the program.

Selection, Composition and Training of Program Review Panels

Review panel members are selected because of their expertise in English, and their knowledge of English curriculum and instruction in the public schools of California. Reviewers are selected from institutions of higher education, school districts, county offices of education, organizations of subject matter experts, and statewide professional organizations. Members are selected according to the Commission's adopted policies that govern the selection of panels. Members of the Commission's former Single Subject Waiver Panels and Subject Matter Advisory Panels may be selected to serve on Program Review Panels.

The Program Review Panel in English includes at least one professor of English, at least one high school teacher of English, and a third member who is either another professor, another teacher, or a curriculum specialist in English.

The Program Review Panel is trained by the Commission's staff. Training includes:

- The purpose and function of subject matter preparation programs.
- The Commission's legal responsibilities in program review and approval.
- The role of the review panel in making program determinations.
- The role of the Commission's professional staff in assisting the panel.
- A thorough analysis and discussion of each standard and rationale.
- Alternative ways in which the standard could be met.
- An overview of review panel procedures.
- Simulated practice in reviewing programs.
- How to write program review panel reports.

The initial phase of training involves panels that have been selected to review programs in several subject areas, and includes training in the Common Standards. In the concluding phase, the reviewers of English programs are trained specifically in the consistent application of the subject-specific standards in English.

Program Review Panel Procedures

The Program Review Panel meets periodically to review programs that have been submitted to the Commission during a given time period. Review meetings usually take place over three days, and typically adhere to the following general schedule:

- First Day - Review institutional responses to common standards. Preliminary discussion of responses to curriculum standards.
- Second Day - Thorough analysis of responses to curriculum standards. Prepare preliminary written findings for each program, and FAX these to institutions.

- Third Day - Meet with representatives of institutions to clarify program information, discuss preliminary findings and identify possible changes in programs. Prepare written reports that reflect the discussions with institutions.

Normally, the Program Review Panel's written report is mailed to the institution within two weeks after the panel meeting. If the report is affirmative, the Commission's staff presents the report to the Commission during a public meeting no more than eight weeks after the panel's decision.

If the report indicates that the program does not meet the standards, specific reasons for the panel's decision are included in the report. The institution should first discuss the report with the Commission's staff. One or more designated members of the panel may also be contacted, but only after such contacts are authorized by the staff.

If the report shows that minor or technical changes are needed in a program, the review panel gives responsibility for reviewing the re-submitted document to the staff.

Whenever possible, Program Review Panels in more than one subject meet at the same time and location. This enables institutional representatives to meet with reviewers in more than one subject area, if necessary. It also facilitates reviews of the common standards, and utilizes the Commission's staff resources most efficiently.

Further Information and Communications Related to Standards, Programs and Program Reviews

Regional Workshops for Colleges and Universities

During March, 1993, the Commission will sponsor three regional workshops to provide assistance to institutions related to their subject matter programs in English. The agenda for each workshop will include:

- Explanation of the implementation plan adopted by the Commission.
- Description of the steps in program review and approval.
- Review of program standards, factors to consider, preconditions, and examples presented by Subject Matter Advisory Panel members and others with experience in implementing Standards of Program Quality.
- Opportunities to discuss subject-specific questions in small groups.

All institutions that plan to submit program documents (or are considering this option) are welcome to participate in the workshops. Specific information about the workshop dates and locations is provided separately from this handbook.

Communications with the Commission's Staff and Program Review Panel

The Commission would like the program review process to be as helpful as possible to colleges and universities. Because a large number of institutions prepare teachers in California, representatives of an institution should first consult with the Commission's professional staff regarding programs that are in preparation or under review. The staff responds to all inquiries expeditiously and knowledgeably. Representatives of colleges and universities should contact members of a Program Review Panel only when they are authorized to do so by the Commission's staff. This restriction must be observed to ensure that membership on a panel is manageable for the reviewers. If an institution finds that needed information is not sufficiently available, please inform the designated staff consultant. If the problem is not corrected in a timely way, please contact the Executive Director of the Commission.

Request for Assistance from Handbook Users

The Commission welcomes comments about this handbook, which should be addressed to:

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